

Cygnets of Moore Before and After School Club

Inspection report for early years provision

Unique reference number	EY432801
Inspection date	15/05/2012
Inspector	Jacqueline Fryer
Setting address	Moore Cp School, Lindfield Close, Moore, WARRINGTON, WA4 6UG
Telephone number	01925740326
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Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Cygnets of Moore Before and After School Club was registered in 2011 and is operated by a private provider. It is based in Moore County Primary School which is situated in the Moore area of Warrington. Children are cared for within the one playroom and have access to an enclosed area for outdoor play. The setting operates each weekday from 7.30am to 9am and 3pm to 6pm during term times, and a holiday scheme operates between 7.30am and 6pm. It is closed on Bank Holidays.

The setting is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register to care for a maximum of 19 children under eight years at any one time, all of whom may be in the early years age range. The setting can also offer care to children aged over eight to 11 years.

The setting currently employs two members of staff to work with the children, both of whom hold early years qualifications. It receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Most children are making good progress in their learning and development because the staff know them well and work closely with their parents and external agencies. This ensures that children's individual needs are sensitively met. Generally, children's safety and welfare is appropriately supported. Improvement process and systems are not yet in place, which hinders the capacity for the group to develop.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a daily record of the hours of children's attendance (Documentation) (also applies to both parts of the Childcare Register) 29/05/2012
- maintain a record of the risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 29/05/2012

To further improve the early years provision the registered person should:

- recognise the value of continuous quality improvement processes and how this impacts on children's achievement.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded and protected in the setting because staff have a good knowledge of local safeguarding procedures. They have recently undertaken a safeguarding audit with local authority support and updated their safeguarding training. All staff are suitably vetted and personnel records contain staff qualifications. Risk assessments which cover all areas of the indoor and outdoor facilities are in place and they identify possible hazards. However, they are not signed or dated, which does not show if these are recent and is a breach in the welfare requirements. Children's health is generally protected because there are suitable records for accident and medication; however, children are not signed into the after school club as they arrive, which does not fully promote their safety.

Staff are knowledgeable about the Early Years Foundation Stage and use this well to support children in the early years age range. The environment is well organised. There is a good range of resources, including an interactive whiteboard and computer to help children learn about information and communication technology. Children choose what they would like to play with and can access some resources for themselves, such as books, art and craft activities and table-top games. This means that they thrive and make good progress in their development. However, staff have not yet started to develop self-evaluation processes, and therefore do not establish what they do well and what they need to improve. The setting has joined a toy library to hire additional resources to celebrate cultural diversity, and staff have started to log ideas and topics for discussion at team meetings.

Staff have good relationships with parents, who share important information about their child's starting points, likes and dislikes. This means that parents can become involved in their child's learning and each child is well supported in making progress towards the early learning goals. Parents are informed of the activities their child has taken part in through a notice on display that the staff update regularly. Effective relationships with other provisions and professionals involved with the children are firmly established and contribute well to supporting children's care and learning. Staff work in partnership with parents, teachers and external agencies to support children with special educational needs and/or disabilities, they use good resources and activities to help individual children progress.

The quality and standards of the early years provision and outcomes for children

Staff support children's learning well and have good interaction with them and they are welcomed into the setting as they arrive. Staff have a suitable knowledge of each child's starting points, which are identified with parents at the start of an arrangement. The quality of planning ensures every child has an enjoyable experience across all areas of learning. Each child has a development file that contains their starting points, assessments, observation and planning, and this

information is used well to plan activities that are tailored to the needs and abilities of individuals.

Children enjoy attending and are familiar and secure in the routines because staff remind them of the dangers and rules. They move freely and safely around the setting and are well aware of boundaries, for example, when playing in the outdoor play area. Children's good health is promoted effectively by staff and they readily wash their hands before snack because suitable hand washing routines are well established. They are starting to learn about making good choices in food because they are offered healthy options, such as fruit. Children get out in the fresh air on most days. They are developing good physical skills in walking, running and jumping because they make use of a variety of resources. For example, they use a range of bats, balls and hoops and play games, such as rounders. Children learn about their own and other cultures well; for example, those with varied backgrounds bring in resources to show how their culture celebrates certain festivals.

Children play in a large naturally lit room where they take part in planned, purposeful play and exploration. There is a suitable balance of adult-led and child-initiated activities that mostly fosters active learning, providing a range of play opportunities for children. Activities are set out to make the most of the large space available and allow for children to make choices and move freely between tables and play areas. Resources include electronic interactive games that support children very well to develop future skills, creative materials, table-top games, reading and quiet areas. This ensures that children's development needs and decisions about what to do are well met. Children also have easy access to the external playground where they take part in active play, competing with each other to fly the aeroplanes that they have made.

Children behave well in the setting because they are involved in making rules. They are encouraged to develop good habits and behaviour appropriate to good learners and they take ownership of their own behaviour. For example, a poster of a football pitch with all the children as players is used to help manage positive behaviour. Children receive relevant coloured cards, such as yellow or red, to indicate different levels of negative behaviour, which makes them think about their actions. Observant staff remind children of the boundaries and the rules of the setting, therefore any behaviour issues are well managed.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 29/05/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 29/05/2012